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ABSTRACT

This book provides college and university personnel administrators with information and resources for the development and expansion of wellness programs at institutions of higher education. The five contributed chapters address some of the issues involved in the development of wellness programs. In Chapter 1, "Wellness in Higher Education" by R. Neil Schmottlac, a rationale is presented for the need for wellness programs in higher education. Next, in the chapter called "Integrating Wellness into the University: Key to Wellness Program Success," the same writer focuses on the integration of the wellness program into the organizational structure of the university and provides guiding questions to assist in the assessment stage. Chapter 3, "A Human Resources Perspective on Wellness and Employee Assistance Programs," by Robert S. Foldesi, focuses on the placement of wellness and employment assistance programs as integral parts of the Human Resource Management Division. Chapter 4 and 5, presented in a different format from the first three chapters, are sources for ideas and inspiration for the development and expansion of wellness programs. Chapter 4, "Wellness Ideas that Work," by Merry Anne Schmied, briefly highlights successful ideas for wellness programs and chapter 5, "Wellness Resources," by Linda Sorrels, contains addresses, telephone numbers, and descriptions of federal government resources, worksite wellness resources, resources from voluntary agencies and advocacy groups, books and conference proceedings, organizations and institutions, periodicals, employee assistance programs, conferences, and hotlines. The first three chapters also include references. (JB)

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Wellness: A Bargain for Life, A Resource for Higher Education

The Complete Guide to Creating an Effective Wellness Program in Higher Education Institutions

- Assess your institution's wellness program.
- Learn how to integrate the wellness program into the organizational structure of the institution.
- Develop a human resources perspective on wellness and employee assistance programs.
- Implement wellness ideas that work.
- Access an extensive listing of wellness resources

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Wellness: A Bargain for Life, A Resource for Higher Education

VICKIE L. DOUGLAS, Ph.D.
Editor

College and University Personnel Association

The College and University Personnel Association (CUPA) is an international network of nearly 6,000 human resource administrators representing more than 1,500 colleges and universities. Through regular and special publications and studies, CUPA works to keep its members informed of the latest legal, legislative, and regulatory developments affecting human resource administration, as well as trends and innovative policies and practices in the field. Services include a semimonthly newsletter, a journal, an annual convention, regional meetings, and seminars on timely topics of special interest to human resource professionals. CUPA is an AA/EEO employer. For further information, contact, CUPA, 1233 Twentieth St., N.W., Suite 503, Washington, D.C., 20036, (202) 429-0311.

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Introduction

This publication was created to provide members of the College and University Personnel Association with information and resources for the development and expansion of wellness programs in higher education.

It is a combined effort between the professional staff of the Wellness Program at Illinois State University, and the Director of the Wellness Institute at Ball State University, who was instrumental in the development of the National Wellness Information Resource Center.

Wellness: A Bargain for Life, A Resource for Higher Education addresses some of the issues involved in the development of wellness programs. In Chapter 1 rationale is presented for the need for wellness programs in higher education. Chapter 2 focuses on the integration of the wellness program into the organizational structure of the university and provides sets of guiding questions to assist in the assessment stage. Chapter 3 focuses on the placement of the Wellness Program and Employee Assistance Program as an integral part of the Human Resource Management Division.

Chapters 4 and 5, presented in a different format from the

first three chapters, are sources for ideas and inspiration for the development and expansion of wellness programs. Chapter 4 briefly highlights successful ideas for wellness programs and Chapter 5 contains an extensive listing of the resources available for use with wellness program activities and sponsored events.

Vickie L. Douglas, Ph.D.
Editor

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This publication is a result of the collaborative efforts of the following individuals.

R. Neil Schmottlach, Ph.D., Director of the Institute for Wellness at Ball State University in Muncie, IN, was instrumental in the initiation of the National Wellness Information Resource Center through the Institute for Wellness which serves the needs of wellness in higher education. He has presented workshops on wellness across the nation and has been published extensively on the issue.

Linda Sorrells, M.S., M.A., is Director of the Illinois State University Wellness Program—a program recognized as one of the top wellness programs in higher education throughout the country. She has presented at numerous regional and national conferences and assisted more than 30 public schools in developing wellness programs.

Merry Anne Schmied, M.S., M.A., is the Assistant Director of the Illinois State University Wellness Program. She directs the employee fitness programs and conducts workshops on stress management, ergonomics, and back care. She has also been an instructor in the areas of health education,

physical education, and social gerontology.

Schmied and Sorrells are co-authors of "Feeling Fit," a 15 program videotaped educational series. They were members of the first fitness delegation to China sponsored by the Association for Fitness in Business.

Robert S. Foldesi, B.S., M.A., is the Director of Personnel at Illinois State University. He has over 15 years of experience in public and private higher education and has also worked in private industry. He has served as the chair of the Midwest Region of the College and University Personnel Association.

Vickie L. Douglas, Ph.D., Editor, is a Wellness Consultant in the Illinois State University Wellness Program and assists with a variety of areas including the marketing of the wellness program, public relations, research and development, and health communications.

The authors and editor would like to recognize Traci A. Smith, Graduate Student, Department of Communications and Program Assistant, ISU Wellness Program, and Kathy Yoder, Human Resource Management Administrative Assistant, Personnel Office, Illinois State University, Normal, Illinois, for their technical support in the preparation and development of this manuscript.

1

Wellness in Higher Education

R. Neil Schmottlach

In September 1990, the United States Department of Health and Human Services, Public Health Service released the report *Healthy People 2000: National Health Promotion and Disease Objectives*. The report outlined a strategy for improving the health of the nation over the next decade. The reported objectives specifically focused on increasing the span of healthy life, reducing health disparities, and achieving access to preventive services for all Americans (U. S. Department of Health and Human Services, 1990).

Key to the accomplishment of the National Health Promotion and Disease Objectives will be the development of preventive strategies which will help people become aware of certain health risk behaviors, provide information which will enable them to make healthier lifestyle choices, highlight skills necessary to change behavior, and develop supportive health promoting policies that will allow them to experience a healthier environment. The development of wellness programs in higher education represents a viable strategy to support the national health goals and to help manage the process necessary to enhance the health and well-being of a

diverse population. In doing so, carefully planned wellness initiatives have the potential to become one of the integral parts of an approach necessary to manage soaring costs of medical care.

WHAT IS WELLNESS

It is important to understand the concept of wellness. Findings from the National Wellness Information Resource Center revealed that a majority of definitions are exclusively focused on physical health (Warren, 1991).This focus results in wellness programs that concentrate on physical fitness, nutrition, alcohol and substance abuse, and human sexuality issues. Other definitions of wellness embrace a more wholistic view of health and result in programs concerning stress management, job satisfaction, environmental concerns, career advancement, and spiritual health. Regardless of the definitions or programs offered, it is important to view wellness as an ongoing, voluntary process that requires an individual to assume responsibility for his or her own behavior. The end product is the individual's ability to make informed choices about matters affecting his or her own health and well-being. Essentially, wellness is an integration of the whole person (body, mind, and spirit) consciously making an informed decision about behavior that positively affects individual health as well as the health of the organization.

WELLNESS AND HEALTH

With a total of 4-5 million employees and 12-15 million students, higher education represents a significant population. Like other populations descriptive of major organizations, higher education exhibits similar types of high risk health behaviors which could contribute to the projected national health care cost of 1,529.3 billion dollars by the year 2000 (*Medical Benefits*, 1991).

Typically, we can expect the following health behaviors in a population:

- 24% of employees smoke cigarettes
- 22% are hypertensive
- 25% are overweight
- 80% do not get enough exercise
- 15% have mental/substance abuse problems
- 30% are prone to low-back injury
- 35-45% suffer from job burnout (Medical Benefits, 1991)

All of these behaviors contribute to early death or disability from either heart disease, cancer, stroke, injuries, chronic lung disease, diabetes, suicide, or liver disease. A review of the 10 leading causes of death and disease reveals that over two-thirds of the U.S. population is gradually killing itself because of lifestyle choices (U.S. Dept. of Health and Human Services, 1990). On college campuses across the country, this translates into significant financial strains on already overly strained budgets.

THE HIGH COST OF HEALTH (ILLNESS)

Consider these facts:

1. the cost of medical services has risen to 12 percent of the GNP;
2. the cost of medical technology has surpassed our ability to pay for it;
3. Health Maintenance Organizations (HMOs), Physician Provider Organizations (PPOs), and other flexible insurance plans have been adopted by companies to control the cost of health care;
4. health insurance rates have risen by 18 percent over the past few years;
5. absenteeism has resulted in lost productivity.

How costly is disease? Let's look at some statistics from the Office of Disease Prevention and Health Promotion regarding the cost of medical intervention for some of the more

common diseases:

Disease	Intervention	Direct Cost
Heart Disease	Bypass Surgery	$30,000
Cancer	Lung Cancer Treatment	$29,000
	Cervical Cancer Treatment	$28,000
Stroke	Hemipalegia Treatment and Rehabilitation	$22,000
Injuries	Hip Fractures	$40,000
	Head Injuries	$310,000
HIV Infection	AIDS Treatment	$75,000
Alcoholism	Liver Transplant	$250,000

Source: U.S. Dept. of Health and Human Services, 1990

A review of the costs associated with these examples have not taken into account the indirect costs including: days lost from work, the potential loss of an employee, or the cost of replacement or re-training within a department. The development of wellness programs that include sessions featuring awareness/education, behavioral change, and organizational support, can become a viable strategy contributing to effective management of the health of members of an organization.

While there are very few studies in higher education that document cost savings as the result of wellness programs, data from the private sector offers much encouragement. Wellness programs have demonstrated payoffs in lowered health care costs, reduced absenteeism, increased productivity, and increased morale. A study of Johnson and Johnson's Live for Life Program revealed reduced absenteeism and the slowing of company health care expenses for participants. Blue Cross and Blue Shield of Indiana found a $518 savings per employee over a five-year period. Coors, Inc., of Golden, Colorado saved from $1.24 - $8.43 per employee for every dollar spent on wellness programs. Coors' cardiac rehabilitation program alone accounted for a savings of $1,390,661 over a six-year period (Bailey, 1990). It is important to note in all of these cases, savings did not occur immediately. In many instances, costs increased as employees became aware of

health-threatening conditions and sought out medical assistance during the first few years. In each case, savings were the result of staying with a program for a period of at least five years.

WELLNESS IN HIGHER EDUCATION

Because of its mission, higher education has at its disposal many resources not available to other organizations. For example, the academic mission provides a way to reach thousands of students through the curriculum, experiential learning, lifelong education, and outreach and training programs. The university typically studies all aspects of human endeavor and mankind's interaction with the world about him. And through the service mission, units within the university have developed services to meet the needs of its constituents through health care centers, counseling centers, and recreation programs.

There exists on all college campuses, the potential for synergistic relationships, i.e., where the sum total of people working together is greater than the individual effort. This works in many ways—from pooling resources for equipment, programs, or guest speakers to faculty or staff members willing to share their expertise in providing a service for personnel or students. Therefore, higher education by virtue of its nature, purpose, and mission has at its disposal many of the ingredients necessary to develop effective wellness programs. The end result is a healthy environment and a program which can become part of the delivery system necessary to curtail the rising cost of keeping people healthy.

Since 1985, higher education administrators have seriously begun to consider the viability of wellness programs as a measure to help curb rapid health care costs. With the development of the National Wellness Information Resource Center (NWIRC), initiated through the Institute for Wellness at Ball State University, an attempt is being made to help representatives of higher education institutions communicate with one another to develop programs and disseminate up-to-date wellness information. With over 600 members,

the NWIRC has been able to put university representatives in contact with one another and serve as a vehicle for information exchange. The following information can serve as a guide as you begin to evaluate the viability of developing a program at your institution (Warren, 1991).

PROFILES OF WELLNESS PROGRAMS

The data presented is from on-going wellness programs in higher education at 600 colleges and universities throughout the U.S. In general, wellness programs have been implemented in colleges and universities of all sizes, as well as in two-year and four-year institutions. The majority of comprehensive wellness programs are found in institutions with populations between 10,000 - 20,000 students. The programs serve a variety of populations—faculty, staff, students, retirees, families, and the community. Some programs go beyond the higher education environment and serve specific groups within the community. However, most wellness programs in higher education predominantly serve faculty, staff, and students. While some programs operate as independent units, wellness programs are most frequently located in the student health center; health, physical education, and recreation department; Office of Student Affairs; or counseling center. A wide range of activities are offered, with the most popular listed below, in rank order by student and faculty/staff subcategories (Warren, 1991):

Student Wellness Activities	Faculty/Staff Activities
Blood Pressure Screening	Cholesterol Screening
Cholesterol Screening	Blood Pressure Screening
Health Fairs	Health Fairs
Nutrition Education	Aerobic Dance
Aerobic Dance	Health Risk Appraisals
Alcohol/Substance Abuse Education	Body Composition Screening
Physical Fitness Classes	Weight Training

Health Risk Appraisals	Fitness Classes
Health Focus Booklets	Nutrition Education
Body Composition Screening	Weight Control Classes

The types of health promotion activities which are offered within an organization are often reflective of the location of the wellness program within the organization. A majority of wellness centers are housed in the student health center (35%) and in the department of health, physical education, and recreation (18%) (Warren, 1991).

In addition to program location, the institution's definition of wellness also influences the scope of wellness offerings. Over 58% of the colleges and universities in the network offer programs focusing on the physical, emotional, and social dimensions of wellness. A few programs also offer health promotion activities that focus on the intellectual, spiritual, and vocational dimensions of wellness (Warren, 1991).

Staffing is critical to the success of the wellness program and to some degree affects the kinds and number of activities offered. The larger the staff size, the more comprehensive the wellness programming effort. At least 45% of institutions have one or more full-time wellness professionals while others employ part-time wellness professionals. Over 50% of institutions have a staff of assigned graduate assistants or undergraduate assistants to support the wellness professional (Warren, 1991).

Wellness programs are funded in several ways. A majority of colleges and universities in the network have programs funded by the college or university or from the department in which the program is located. Currently, 20 of the respondents fund the wellness program from the health insurance program. Other wellness programs are funded by foundation support, grants, or specific health promotion programs. Approximately 25% of the college and university wellness programs operate with a budget of less than $3,000 while 34% have budgets ranging from $10,000 to over $100,000. Obviously the greater the budget, the greater the population being served and the number of health promotion activities being

offered (Warren, 1991).

Specific descriptive data on wellness programs including university/college size, staffing, funding, campus location, dimensions of health served, featured programs, populations served, and wellness activities can be obtained by writing to the Coordinator, National Wellness Information Resource Center, Institute for Wellness, Ball State University, Muncie, Indiana or by calling the Institute for Wellness at (317) 285-8259. Each person will receive an updated National Wellness Information Resource Directory, the latest issue of the NWIRC newsletter and an application for membership.

SUMMARY

Institutions of higher education represent a workforce typical of other workforces in the United States. Employees of higher education institutions also exhibit similar types of lifestyle behavior. As a consequence, administrators at higher education institutions have had to deal with similar issues of rising health insurance costs. The development of a carefully planned wellness program that has identified high risk behaviors and taken into account employee needs appears to be a viable part of managed health care. Higher education has at its disposal the resources, services, facilities, and personnel to help its workforce. Findings from the National Wellness Resource Information Center indicate that many colleges and universities have or are in the process of developing a wellness program as a proactive means of ameliorating the health-related problems of the populations served before the problems result in lost productivity, disability, and death.

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2

Integrating Wellness Into the University: Key to Wellness Program Success

R. Neil Schmottlach

THE NEED FOR INTEGRATION

Health promotion activities have the best opportunity to change or modify behavior when multiple interventions are offered, when they are continuous, and when they are carried out over a long period of time. While much attention in recent years has been placed on the development of wellness programs and specific interventions, little time has been spent on the process of integrating wellness into the "fabric" of the organization. As a result, employers as well as program directors who have high hopes for the success of the program are often disappointed. When cost cutting measures have had to be implemented, those programs that were not profitable or were costly to run were typically the first to go. Much of the problem can be attributed to the lack of attention given to planning strategies that would integrate wellness within the total organizational structure.

Wellness programs take time to bring about appreciable change in the workforce. In fact, many wellness professionals conclude that insurance costs will rise during the first three

years of a carefully planned program because of the level of awareness created by the program, thus prompting employees to seek medical assistance before difficulties reach catastrophic proportions both to the individual and to the insurer. However, without a commitment to time for program development, benefits will not be quickly realized. Therefore, if the wellness program is to become a viable part of the total approach to managed health care, a good portion of time must be spent integrating the program within the organizational structure.

The notion of integration seems to have several advantages:

1. It increases the chance of actual long-term behavior change because of the long-term commitment.
2. It sends a clear message to the organization's constituency that wellness is indeed a vital part of the welfare of the organization.
3. The long-term viability enhances the chances for funding not only from the organization but from outside resources.
4. It provides an opportunity for program ownership from an employee standpoint.
5. It provides an opportunity for involvement in policy formation that affects health promoting policies within the organization.

Therefore, to legitimize wellness and to positively affect long-term behavior and organizational change, there is a need to focus attention on the process of integrating wellness within the organization in order to guarantee its permanence.

The purpose of this discussion is to focus on some essential factors that will help to guarantee wellness program integration within the organization. Points will be identified and briefly explained and questions will be identified that must be answered to help guide the institution through the process of integration.

FACTORS AFFECTING SUCCESSFUL INTEGRATION

The creation of a wellness environment is dependent upon the amount of time spent permanently integrating

wellness within the fabric of the organization. If wellness is to become a viable strategy for changing and modifying lifestyle behaviors, as much time must be devoted to working on ways to permanently entrench it within the system as is devoted to the development of health promotion activities. The following points are important factors to consider for successful wellness program integration.

1. Assessment of the Culture. The nature of the organization, the people who run the organization, and the characteristics of the workforce are just a few factors that need to be carefully assessed before initiating a wellness program design. It is also imperative to consider: the prevailing philosophy of the organization toward the health and well-being of its employees, the most prevalent health risk behaviors exhibited by the employees, those characteristics which define the workforce, the needs and interests of the population, and an assessment of those factors which prevent health promotion.

The late Robert Allen (1980) used the term "cultural traps" to describe those factors which serve to sabotage an organization's efforts to promote good health. For example, if a behavioral risk survey identified sedentary living as a major risk, are there policies which allow employees access to recreational equipment and facilities or provide flex time to take part in planned activities? If stress-related ailments are high, is time devoted to investigating the source of the stress and are changes instituted to reduce the problem? In essence what are the core causes of specific health related problems and what is being done to institute change at that level? Identification of the culture will give you the necessary data to plan your program and align organizational philosophy with employee needs and interests. In the long run, a thorough analysis will reduce the risk of making unsubstantiated assumptions (guesses), save time, and allow you to meet organizational objectives.

Guiding Questions

1. What is the organization's health commitment to its employees?
2. How would the administration be classified (i.e., bureaucratic, autocratic, humanistic)?
3. What are the most prevalent health problems and behaviors of the populations being served?
4. What are the socioeconomic characteristics of the workforce ?
5. How are institutional decisions made?
6. What information is available from the institution's health claim experience?
7. What policies are already in place supporting wellness (i.e., smoking, flex time, recreational hours for employees and families)?
8. What are the core causes (cultural traps) that inhibit the development of long-term health behavior?

2. Identification of an Organizational Advocate. Every program needs a strong ally who is not only knowledgeable about the program but has political savvy and is well respected (Steckler and Goodman, 1990). Early attention should be given to identifying an individual who is positioned high enough in an organization to have the ear of senior administrators. This person should know the organization well, be familiar with institutional budgets, possess a sensitivity toward prevailing "winds" of change, and know how to negotiate. This individual serves several purposes and can become the spokesperson and champion for the wellness program when conferring with decision makers. Such an individual must be actively sought out, kept informed of decisions, asked to give feedback during the planning and implementation stage, and invited to attend professional conferences to extend his or her knowledge of wellness. The person should be a mid- to upper-level senior administrator or a major division director. It is important to continually nurture the relationship and keep the administrator well informed of what you are doing so that he or she can head off potential problems that are not recognizable to you.

Guiding Questions

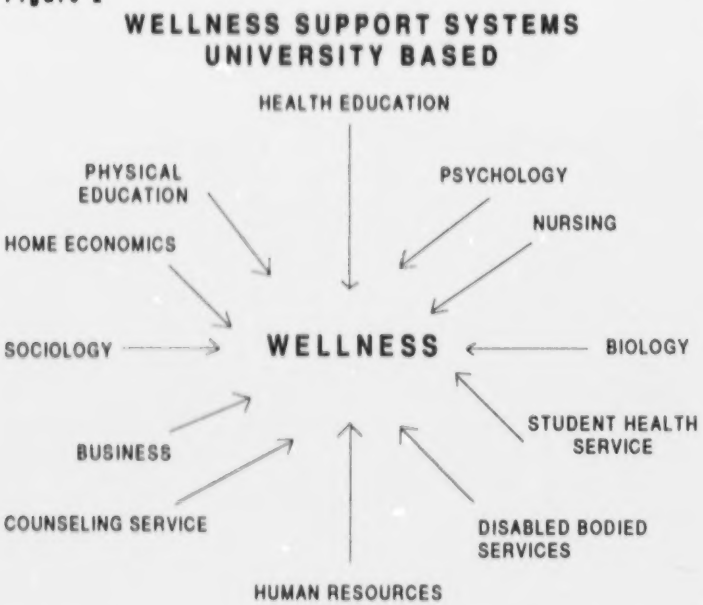
1. What are the current lines of reporting (as reflected in the organizational chart)?
2. Who are the decision makers in the institution and who are the individuals who are likely to support the wellness program politically and philosophically?
3. Who makes the decisions concerning health and human services in the organization?
4. How do the mission and goals of the wellness program fit the mission, goals, and strategic interest areas of the institution?
5. What opportunities are available to continually educate the program advocate?

3. Assessment of Health Promoting Units. The basic question to ask is, who is responsible for wellness within the organization and within the local community? Figure 1 indi-

Figure 1

cates that several people in a community are responsible for wellness and have services already in place that support or could be used to support a wellness program. Within a university setting there are several academic and service units that offer health promoting services. An assessment of employee needs and interests will also glean useful information about the expertise that is available among the employees. This is extremely important as "win-win" scenarios are created and program ownership is enhanced. An examination of Figure 2 illustrates just a few of the units who can significantly contribute to your program. If you wish to guarantee participation, gain support from your advocate, and develop a sense of program ownership, it is necessary to gain support from several areas of the institution.

Figure 2



Figures 1 and 2 developed by R. Neil Schmottlach, Ph.D. Director, Institute for Wellness, Ball State University, Muncie, IN.

Guiding Questions

1. What are the historical precedents of the institution that would suggest strong supporting areas for health and well-being (i.e., historically strong health promoting departments, already existing services, staff personnel, etc).
2. What are the organizations within the community that have health promotion services and would support wellness in some way in the institution?
3. Who has the most to gain by becoming a part of the wellness program?
4. Who would be threatened by the development of a wellness program within the university and the community?
5. What opportunities are available for joint ventures with other groups that would assist or provide services for the wellness program?

4. Understanding the Organizational Mission. What is the mission of the organization, including goals and objectives that can be achieved or supported by a wellness program? Careful consideration must be given to developing a mission for the wellness program that takes into account the goals and objectives related to health and human welfare. Consequently, after the mission is understood, the goals and objectives for the wellness program must support the goals and objectives of the institution. It is essential to fit within the mission. Affiliation with the university's mission gives the wellness program further credibility by helping to demonstrate to others how they can contribute to the university's mission and subsequently to the mission of the wellness program. This synergistic relationship must be understood by all parties, particularly the program advocate. Therefore, careful assessment of this factor will not only increase program credibility but also increase program ownership. Within the university setting there are many opportunities and many programs that can be developed that support the university's mission.

Guiding Questions

1. What goals and objectives specifically would be served by a wellness program within the university?
2. Who would gain by understanding these goals?
3. What types of wellness activities could be offered that would give the biggest "bang for your buck" and would impact specific goals and objectives?
4. After reviewing the mission, what linkages could be initiated within the university that would help achieve institutional goals and wellness program objectives?

5. Placement of the Wellness Center in the Organizational Structure. Where the wellness program is positioned in the structure of an organization is critical to the process of integration. Within a university setting, the higher the placement within the organizational structure, the better the chance for success. A review of some successful university wellness programs and where they are placed reveals that those programs with access to senior level administrators have larger operating budgets and greater access to additional resources (Warren,1991). Further, a high placement within an organizational structure, particularly in a university, can accomplish the following objectives:

1. send a clear message to the constituency that it is considered an important part of the institution;
2. decrease the chain of command necessary to arrive at decisions;
3. increase wellness program credibility because of lines of reporting, and
4. give the wellness program the substance necessary to justify employment of a full-time coordinator and additional staff.

Typically, wellness programs in a majority of colleges and universities are part of the student health center, the department of physical education, office of student affairs, or counseling center. Some are located within a department of human resources and are part of the EAP program and others, such as Ball State's Institute for Wellness, report directly to a senior level administrator. The key to the

potential for success, however, lies with the ability to position the wellness program as high in the organization as possible.

Guiding Questions

1. To what area of the university does the program advocate report?
2. What area of reporting would be most advantageous to the accomplishment of the wellness program goals and objectives?
3. Where would the wellness program receive the most visibility in terms of location within the university?
4. Where would the wellness program be most likely to receive the most support in terms of personnel, resources, and finances?

6. Development of a Well-planned Operational/Marketing Plan. These critical questions are often overlooked at the beginning of a wellness program:

1. What are your goals and objectives (wellness program and institution)?
2. How do you know if you have achieved your objectives?
3. What is your product?
4. Who is your market?
5. How do you reach your customers?
6. Who are your competitors?

A definition of what you are and what is being "sold" is essential for customer participation and involvement in the program. People generally buy solutions to problems, but only if they perceive they have the problem. The development of a well-constructed plan is essential for direction, it helps to define wellness and it identifies the product you are trying to "sell" to your customers.

Guiding Questions

1. What is the university's definition of wellness?
2. What are the goals and objectives of the wellness

program?
3. What kinds of products are you developing through the wellness program?
4. Who are the program customers and what are their needs?
5. What type of image is the university trying to project?
6. What type of budget is available for the wellness program?
7. What are the available avenues for program or information distribution?
8. What other resources are available to assist the wellness program?
9. What support services are available for the development of materials?
10. What are the features and benefits of your product that would appeal to a diverse population?
11. Who should be receiving information about your program? (It is important to think in terms of the levels of distribution and the type of information to be sent.)

7. Development of "Win-Win" Scenarios. The integration of a wellness program within an organization will be greatly enhanced when everyone has a sense of ownership of the program. Ownership is gained by using the expertise in the institution to provide a variety of services. It wins in a collegiate setting when providers, departments or units, and participants receive recognition. Using outside vendors to facilitate programs or provide programs detracts from the mission of an institution, particularly when those services may already exist somewhere in the organization. Furthermore, outside vendors tend to sell a product and have limited affiliation with the goals of the wellness program or the organization. The use of vendors endangers your relationship with the wellness program advocate—the person you want to help you acquire resources and make alliances to procure services (Steckler and Goodman, 1990).

Guiding Questions

1. What are the employees interests and what expertise

is available within the university to meet those interests?
2. What departments or units would be most likely to provide further service if their services, expertise, and resources were utilized?
3. What departments or units could combine their resources and talents to develop a program that would serve the wellness program?
4. If outside vendors must be used, which ones would best serve the interests of the wellness programs goals and objectives?
5. If an outside vendor is used, is training provided for the wellness program professional and staff?
6. What types of incentives are made available to reward wellness program providers and participants?

8. Development of an On-going Evaluation Plan. Not only do you want to collect data about the effectiveness of specific programs but you should also collect several other kinds of data on an on-going basis. There is no single type of evaluation plan that can be used to determine the effectiveness of a wellness program. It is recommended that involvement with others in an institution will not only identify useful allies but will also help to identify other variables to consider for evaluation. The use of an evaluative matrix and identification of specific variables is an important first step. Instrumentation to gather the data should then be determined. Comparisons against prevailing national standards or achievement of national goals and data that relates to the achievement and contribution to institutional objectives is essential to this process of integration. The data must be easily interpreted and understood by wellness program participants, program advocates, and senior-level decision makers.

Guiding Questions

1. What is the product and what service outcomes of the wellness program can be measured?
2. Who would benefit by doing research on the wellness program within the university?

3. Does the university have a research area that could provide support in terms of finances, personnel, and assistance?
4. How, and to whom, will the results of your research findings be distributed?
5. What are the most important kinds of information the university administrators desire?
6. What variables are the easiest to measure that are consistent with the wellness program objectives?

9. Acquisition of a Permanent Budget. A permanent budget for the wellness program serves several purposes. A permanent budget gives the program credibility, allows wellness to develop and share resources, and promotes cost sharing through joint ventures with other departments or units within the organization. Of the 600 institutions in the NWIRC Study (Warren,1991), budgets varied from less than $3,000 to over $100,000. Approximately 50% of the institutions in the network have budgets of $10,000 or more. Obviously, the more expansive the budget the greater the number of clientele who can be reached and the greater the likelihood of having staff support. Where budgets are limited, a number of opportunities still exist by combining forces with several departments or units in joint ventures and using the existing resources available that promote health promotion. The bottom line, however, is that it is necessary to have a fixed budget. Once again an important message is sent to all employees that the wellness program is an important part of the institution.

Guiding Questions

1. Is money available from the existing insurance program to support activities of a wellness program?
2. What programs are other health promoting areas financing that replicate the wellness program activities and, if combined, how could money be better spent for equipment, educational materials, or personnel?
3. Are there opportunities to provide services for a fee to faculty, staff, students, university family members

and the community to promote financial support for the program?

4. What opportunities are available for start-up funds from the university, groups within the university, university foundations, or foundations within the community?
5. What funding opportunities are available from state and federal governments to fund specific types of preventive health programs?

10. Creation of a Global Definition of Wellness. The definition of wellness adopted by an organization serves several purposes. It reflects the prevailing philosophy of the organization relative to its mission and goals, defines the parameters of the wellness initiative, and either restricts or increases the scope of the wellness program. A review of data from the NWIRC Study (Warren,1991), indicated that many wellness programs either do not have a definition or have a definition that limits program efforts to the physical dimension (fitness and nutrition programs), emotional dimension (stress management), and the social dimension (intramural and recreation programs). Other programs have broader definitions which are reflected in the wholeness of wellness offerings across additional health dimensions including intellectual, vocational, and spiritual. In addition, a broader definition enhances the opportunity for program ownership both as a participant and as a provider. A broad definition of wellness opens up a wider range of opportunities for programs and for integration within individual program activities. Narrow definitions result in fewer offerings that impact or interest a smaller population.

Guiding Questions

1. What is the philosophy of the organization about the health and well-being of its employees and students?
2. What are the prevailing health risk factors?
3. What are the opportunities for program development on campus that would support a specific definition or broad definition?

4. What areas are affected by a broad or narrow definition and what is the potential impact on the effectiveness of the program advocate?
5. What strategic interest areas in the university planning would benefit from the definition of wellness?

SUMMARY

If wellness is to become a variable strategy to help control health care costs and to help assist people in making lifestyle decisions then serious consideration must be given to integrating wellness within the university structure. Behavior change is the result of long-term carefully planned programs featuring multiple wellness interventions. The factors which have been identified for consideration are extremely important. No single factor should be considered more important than another. What should be noted is that decisions in one of the areas can impact the other areas. The future of health promotion in any organization, therefore, will be greatly enhanced only if integration is planned for and the wellness program becomes part of the recognized structure of the organization.

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3

A Human Resources Perspective on Wellness and Employee Assistance Programs

Robert S. Foldesi

Higher education human resource officers have traditionally been responsible for recruiting, screening, compensating, and training employees. In addition they have administered benefits and employee/labor relations programs and dealt with legal and legislative matters relating to employees. This traditional model of personnel administration is being supplanted today by a much broader strategic interpretation of human resource management. Human resource professionals are now being asked to provide an enhanced environment through employee development and empowerment strategies. This new emphasis seems to result from a growing realization of the need to bring organizational structure and value systems more into congruence with worker needs and abilities. To some extent, it may also result from increased internal and external pressure for workers to be more productive and accountable. Whatever the reason for the change, the expected outcome is a more efficient, effective, and committed workforce.

There are several indicators which suggest that this broader view of the human resource operation is needed.

Among the more important are:

1. Rising costs of health care and the inability of institutions to maintain the current level of benefit coverage.
2. Changes in the attitudes and expectations of faculty and staff members.
3. Changing expectations of consumers of the higher education product.

RISING COSTS OF HEALTH CARE

The human resource operation at colleges and universities is usually responsible for designing and administering broad, effective health insurance programs. This task has become increasingly difficult over the past several years because of the tremendous increase in the cost of support systems. Consider these facts:

- National health care spending is projected to increase rapidly through the end of the century. The percentage of the Gross National Product spent on health has increased from 6.1% of GNP in 1965 to 12.9% in 1990. It is expected to increase to 15% by the year 2000.

- American companies paid approximately 126 billion dollars on employee health care benefits in 1987.

- In 1988 employers in the United States spent 474 billion dollars, or 16% of total compensation on major manda tory and voluntary employee benefits.

- In the 1980s health care costs rose 118%. In 1990 the annual cost of health care per employee was more than $3,200.

- Medical costs of retirees are predicted to triple in the next 20 years.

As these costs continue to escalate, employers may be

forced to diminish the scope of benefits, repackage the benefit program with lower cost benefits, or seek additional contributions from employees to cover higher premiums. None of these options is celebrated by employees. Therefore, in addition to implementing various cost containment measures, the human resources manager is now challenged to deal with a more basic cause of the increased cost—our employees and their health habits and lifestyle. Human resources professionals can help curb the ever-increasing cost of benefits by not only effectively managing benefit programs but by also promoting healthy lifestyles and providing support systems to deal with physical and emotional problems before they become a major drain on benefit dollars. This proactive stance can save money and, more importantly, produce an environment conducive to employee commitment. Recent studies reveal that an employee's lifestyle does indeed affect his or her health and productivity. As an example:

- Sedentary individuals have a 30% higher absenteeism rate.
- Smokers miss two to three more work days per year than non-smokers and heavy smokers use the medical system 50% more than non-smokers.
- Problem drinkers miss two and one-half more days than the average level of absenteeism and have a 3.6 times higher accident rate.
- Stress is involved in 11% of all occupational disease claims (Slack, 1991).

Wellness and Employee Assistance Programs (EAPs) can help control costs, improve morale, and enhance the motivational work environment. The establishment and funding of these programs demonstrate that the employer is not only concerned with controlling costs but is also interested in the welfare of employees.

Wellness and EAP programs are generally initiated to:

1. provide educational opportunities, facilities, and activities to enhance a healthy lifestyle,
2. provide a vehicle for obtaining appropriate professional assistance,
3. reduce absenteeism,
4. improve morale,
5. increase productivity, and
6. reduce personnel costs.

Supporters of wellness and EAP programs believe that physically and mentally fit employees are sick less often and for shorter periods of time, are more alert and productive while at work, and have fewer accidents. As a result, there is a reduction in health insurance claims and in the amount of work time missed. Additionally, Workers' Compensation and Unemployment Compensation costs decrease, as does employee turnover. A perceived indirect benefit is that employees feel better about themselves and their institution.

Do these programs save money and increase employee commitment or are they "nice-to-have" frills? There is a great deal of evidence which suggests that these programs are an essential ingredient for a successful human resource operation. As an example, on the basis of a four-year study of mental health treatment, the McDonnell Douglas Corporation expects to save five million dollars over a three-year period just for people who accessed care through their EAP in one year. This projection is partially based on the findings that over the four years of the study, employees who enrolled in the EAP for chemical dependency treatment missed 44% fewer work days, had 31% lower attrition, and filed $7,300 less in health care claims than those who didn't enroll in the EAP. They also found that families of employees treated for chemical dependency outside of the EAP consumed an average of $8,400 more in medical services over four years than families with no mental health treatment. Families receiving care through the EAP received services at less than one-half of the cost. This real-life success story is supported by a number of well-designed studies which have shown that psychotherapeutic intervention in the workplace can reduce

the utilization of health care services (Schlesinger and Hoeberg, 1991).

Research on the benefits of wellness programs provide similar results. A University of Oregon study on the wellness program of Coors Brewery revealed that the program saved from $1.24 to $8.33 for every dollar invested in wellness. Coors offers free mammograms to female employees over 40, free biannual skin cancer screenings, and a back school for employees who have suffered back injuries or have back problems.

The University of Michigan Fitness Research Center reports similar findings in its January, 1991 report:

> If we were forced to assess the value of wellness programs, we would estimate the benefit-to-cost return at $2.50 for every $1.00 invested. The benefit would be achievable only by combining the healthcare cost savings with productivity returns. Also, it is estimated that it would take five to seven years before these results could be achieved. The human resource development objectives may be as important or more important to the health of the organization.

Research supports the contention that EAP and wellness programs save money and contribute to the development of an environment wherein employees feel valued and supported.

CHANGES IN THE WORKFORCE

Employees in the 1990s are faced with many challenges to their physical and emotional health. Changing and challenging work, fiscal constraints within higher education, dual career families, church, social and civic obligations, personal financial concerns, and care of dependent children or parents are some of the stress producers for today's faculty and staff members. According to data provided by the Metropolitan Life Insurance Company, one million workers are absent on any given day largely due to stress-related disorders.

Institutions with successful wellness and EAP programs

are now seeing these programs help save lives, improve the quality of life for employees, and build strong bonds between the employee and the institution. Listed below are comments received by an EAP administrator at a large midwestern university:

> "Going through the EAP program made therapy affordable for me and has given me the courage to continue my recovery program. It's wonderful that the university thinks enough of its employees to offer this program."
>
> "It's clear that this is a quality program and that participants' concerns are taken seriously."
>
> "It is our one year anniversary of not smoking. Thanks for the help you gave us."

Wellness and EAP programs support the concept that institutions of higher education are made up of a community of individuals, with their own talents, abilities, and needs, and that these individuals will need professional assistance to deal with problems or concerns at times during their working careers. These programs, which provide concrete evidence of the college or university's commitment to the employee and his or her family, strongly support slogans and statements of philosophy about the value of human resources as proffered in philosophy statements or outlines of desired institutional culture. Wellness and EAP programs are also supportive of organizational interventions designed to empower employees, while attempting to improve quality, provide better customer service, and improve productivity.

CHANGING EXPECTATIONS OF CONSUMERS

Legislators, parents, and students are taking issue with the rapidly rising cost of higher education and are calling for more professionalism and accountability of faculty and staff members.

Tom Peters reported in his book, *Thriving on Chaos*, that in the best companies, "the customer is identified and made central to all affairs," and "first-line employee involvement and improvement programs in pursuit of responsive service are the essential concerns of the top public sector bosses."

Employers who truly value people as the most important resource "nurture" the average employee to become committed to make an all-out effort to quality, practical innovation, and customer service. This desired commitment to excellence must emanate from within the organization, but many institutions of higher education have not provided the necessary tools to develop this type of commitment. A 1988 survey conducted by the Bureau of Labor Statistics found that nearly 300,000 employers have Employee Assistance Programs, and a recent Hewitt Associates study of 1,000 employers revealed that 80% offer some form of a wellness program. Fewer than 400 institutions in higher education have a wellness program and fewer than 10% of colleges and universities have EAP programs.

Many higher education administrators accept the challenge to improve service and become more accountable and professional but how can this philosophical acceptance translate into action? Commitment to meeting the needs of employees through a wellness program and the provision of an employee assistance program supports the concept that employees are valued not only because of the work they do but also because of who they are. This type of system helps unleash the full potential and power of employees. Employees will react in response to the way they are treated. Consider this:

> The difference between excellent service with genuine concern and poor service with boredom or thinly designed disdain is almost exclusively a function of how the company's people feel about how they are valued. The difference between quality as a transparent slogan versus quality as a tangible fact is the voluntary commitment of everyone. . .

By placing a greater emphasis on support systems such as wellness and employee assistance programs, employees can be encouraged to develop and more fully use their potential in the workplace.

SUMMARY

In summary, health and personal problems experienced by faculty and staff members do have an adverse impact on performance and productivity in the workplace and wellness and employee assistance programs can assist employees in solving these problems. We need to adopt ways to support and empower our faculty and staff that help reduce costs, improve productivity, and improve the public image of the university.

One way to meet these challenges is to implement wellness and employee assistance programs. Existing wellness programs work effectively reporting to a component of the student affairs division, directly to the president, a vice president, or to a medical service director. An alternate and preferred structure is to combine the wellness and employee assistance programs into a singular entity reporting through the human resource office. This technique offers the following advantages:

1. The human resource office is usually well established in the fabric of the college or university and as such will be able to provide organizational and financial resources to these programs, which are viewed by some as optional "fads" to be cut during times of austerity.

2. This structure supports the college and university's role as an educator and developer of staff and faculty potential. Most human resource offices conduct skills training and provide professional development opportunities. Both the wellness and EAP programs require extensive educational programming. Existing human resource staff can teach, schedule, moni-

tor, and plan a comprehensive employee development program with wellness and EAP components.

3. When the EAP resource, referral, or counseling staff are located with the wellness staff, the stigma of accessing EAP services is significantly decreased because the purpose of the employee's visit may be to access a wellness program activity or the EAP program.

4. When wellness and EAP staff are members of a human resources office, they have direct access to insurance information and, interpretation of institutional policies and procedures, and they can more readily develop a close working relationship with the labor/employee relations representatives who are often involved in EAP cases due to symptomatic work behavior problems.

5. The placement of wellness and EAP functions within the human resources office provides opportunities to study the causes of employee dissatisfaction or concern and, therefore, effective solutions can be developed (i.e., highlights of exit interviews conducted by human resource offices can be shared with wellness and EAP staff to sensitize these individuals to programs that need to be developed or changed).

6. The effective human resources function not only administers policies and procedures but also is responsible for employee development, achievement of potential, and supporting employees through periods of difficulty. A human resources operation with wellness and EAP components is designed to meet these developmental, nurturing, and empowering roles.

7. Wellness and EAP professionals make numerous positive contacts with members of the community and with faculty and staff. These professionals can be instrumental in putting into action the words of hu-

man resource philosophy statements. They can also provide essential feedback to staff members in other functional areas of the human resources office.

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4

Wellness Ideas That Work

Merry Anne Schmied

There is basic programming that takes place in most wellness programs—health screenings, weight control programs, stress management, and smoking cessation programs. It takes creativity and planning to go beyond the basics and offer programs which encourage employee participation. The following programs have been successful. Use them as springboards from which to design a program which will best fit your situation.

WELLNESS WEEK

Wellness Week can be used as an annual kickoff event for the entire year. Each day is highlighted by at least one special event. This is an excellent way to introduce employees to your wellness program.

Wellness Treasure Hunt

This activity provides an opportunity for participants to be challenged physically and mentally and to have some fun with a family member or friend. Two persons enter as a team.

Option 1: The contest begins by a list of clues being given to each team. The clues lead to a site on campus where players will find a small envelope containing five cards that are labeled: 1st - 5 points, 2nd - 3 points, 3rd - 2 points, 4th - 1 point, and "sorry." Some cards have a special star which entitles players to a special award (t-shirt or headband). After 30 minutes of "hunting," the teams return to have their points tallied. While this is being done, teams enjoy snacks. Winners are announced and prizes are awarded. Awards include a weekend get-a-way for two at a hotel, dinner for two, and other great prizes. The teams may choose to stay together or split up. However, two cards cannot be turned in which were from the same site. Also, teams are penalized for coming in late.

Option 2: Five to ten clues lead each team to a site. At the site is a word or a phrase which is a clue to the treasure. Players have to figure out what the treasure is and bring it back to the starting point.

The hunt can serve as an introduction to the campus. Participants find out about historical campus facts and current information they may not be familiar with. It also provides a great cardiovascular workout.

Health Fair: "Celebrate Wellness" or "Break-away for Health"

These were themes for two health fairs which focused on most aspects of wellness. Vendors included community agencies, businesses, and campus groups (a great opportunity for students to gain practical experience in public relations). All were related to health and well-being. Screenings included eye exam, hearing test, blood pressure screening, cholesterol screening, body fat analysis, posture analysis, fitness tests, glucose screenings, hematocrits, and EKGs. Other tests might include mammography (pre-scheduled with a mobile unit), colo-rectal take home tests, and podiatry screening. Financial wellness was the focus of several booths sponsored by the retirement system and various insurance and annuitant groups which serve the employees. Vendors were encouraged to have drawings for prizes at their booths.

Time Predicted Quad Walk-Jog

This is a way to encourage people to exercise during their noon break. Each participant predicts how long it will take him or her (this can also be done in teams of two) to walk around the quad three times. They don't have to be fast, just accurate. Be sure that you confiscate all timepieces and walkmans. Several prizes are given away, plus everyone receives two tickets to an upcoming football game, compliments of the athletic department. Participants can start anytime during an hour-and-a-half time period. A nice spring or fall day makes this a great activity.

Wellness Challenge Contract

The Challenge is a contract to try a healthier lifestyle for a week. It provides a listing of lifestyle habits to try during the week. Upon completion, the employee returns the contract with the items marked which he or she has completed. The contract is entered into a drawing for prizes.

WELLNESS AMBASSADORS

A way to communicate with your constituents is by utilizing "Wellness Ambassadors." One person from each department or unit is chosen to serve as a wellness ambassador who serves as a liaison between the wellness office and department or unit. The purpose is to promote wellness activities, disseminate information, and inform the wellness staff of needs in various departments. In return, participants receive discounts on wellness program activities. Each year an Ambassador Breakfast is held to acquaint the ambassadors with upcoming programs for the year.

WELLNESS ON WHEELS (WOW)

WOW is a mini health fair. It includes various screenings including blood pressure, lower back flexibility (sit and reach), grip strength (hand dynamometer), lung capacity, body fat composition, sit-ups, push-ups, and shoulder flexibility. A computerized diet analysis may also be conducted.

This is also a good time to let the employees know of upcoming programs such as cholesterol screenings and fitness programs. One of the vital factors for getting great attendance is convenience, which is the motivation behind Wellness on Wheels. If employees can participate in their own department or unit or at least in their own building, they are much more likely to attend. It takes only 15 minutes from their workday rather than the 40 minutes it might take to go across campus and back.

VOCATIONAL WELLNESS

Realizing that employees spend nearly half of their day at work, it is important to promote positive mental and physical health in the workplace. A wellness program can help to improve morale since a healthy employee is a more productive employee. The following programs focus upon employees' vocational wellness.

The University is You

This is a program to enhance the feeling of pride in being an employee of the college or university. "Take Pride in Your University" provides employees an opportunity to tour other units to find out how the units function which helps to foster a better understanding and respect for what other employees do. Tours include the bakery, mail service, physical plant, President's Office, Personnel Office, Printing, and Admissions and Records.

One of the most exciting activities associated with the "Take Pride in Your University" program was a tree planting. The grounds department invited employees on the west side of campus to help in planting eight trees near the new sports arena. The grounds staff explained the procedures involved in correctly planting the trees and the employees helped to dig, plant, stake, mulch, prune, wrap, and water the trees. Each person went away with respect for the grounds crew and the concern they have for keeping the campus beautiful.

Lapel Pins

Lapel pins provide a pat on the back to every employee. A card attached to the pins expresses the university's appreciation for a job well done. Employees wear their pins with pride.

I Salute You

This program of appreciation gives recognition to department/units or individuals on campus who provide excellent service beyond what might be expected. An employee submits the name of the person(s) who provided the excellent service and explains why they deserve the recognition. Each month a person(s) is chosen for the I Salute You column in the Wellness Program Newsletter or Personnel News.

The Body at Work

This ergonomic program instructs employees on how best to adjust their office setting to meet their body's needs. Prevention of repetitive motion injuries, eye strain, and muscle tension by proper adjustment of office furniture and computers is discussed. Relaxation exercises and activities for the body are demonstrated. Some sessions of the "Body at Work" focus on the "Back at Work." Back care and prevention of injuries are highlighted.

Staying Healthy on the Road

Many employees who spend a great deal of their time on the road, find themselves stressed and sick. "Staying Healthy on the Road" provides hints on stress management, maintaining a healthy lifestyle on the road, and staying free from illness. A wellness travel bag is provided for each participant. The bag includes a Staying Healthy on the Road booklet, a stress management brochure, and an exercise band with instruction guide.

Thank-U-Gram

Pre-printed Thank-U-Grams are available to departmental units on campus. Thank-U-Grams are used to thank coworkers and students for the little things which are often

forgotten. They promote a positive feeling in the campus community.

MENTAL WELLNESS

The wellness program sponsors several programs to promote positive mental health.

Employee Assistance Program

The EAP assists employees with all types of problems including those concerned with marriage, addictions, teenagers, illness, and finances. This is a confidential program and the information is not included in the employee's personnel record.

Campus Support Groups

Several support groups are offered at various campus locations. Employees receive released time for these meetings. Support groups include single parenting, cancer, and those experiencing loss in their life.

Handling the Holidays

Holidays are a very difficult time for many people. The brochure, "Handling the Holidays," has been very helpful to many employees. It is published by: Human Services Press, Box 2423, Springfield, IL 62705.

Stress Management

The wellness program and the training and development section of the personnel office offer stress management workshops of various types. They also offer neuromuscular relaxation and yoga classes.

CLIMB MOUNT EVEREST

This program encourages people to take the stairs instead of the elevator. Participants count the stairs they climb (and go down) each day and log it on their log sheets. When they

have climbed enough steps to equal a climb up Mt. Everest (49,763 steps), they receive an "I Climbed Mt. Everest" T-shirt. Posters are placed in their unit which record their progress. Competition can be done individually or in teams.

THE GRAND CLUB

The Grand Club is an incentive program which encourages members to consistently engage in aerobic type activity. Grand Club members keep track of aerobic activity on log sheets which are turned in at the end of each month to the wellness office. When the participant reaches his or her goal for the year in terms of minutes spent in aerobic activity at target heart rate, Grand Awards are given. The member selects the award for which he or she is striving:

Grand Award (1000 min.)—T-Shirt
Feeling Fit Award (4000 min.)—Sweat Shirt or Sweat Pants
Elite Fitness Award (6000 min.)—Plaque

FAMILY ACTIVITIES

Each semester the wellness program sponsors a special free activity for employees and their families. Some of these activities include bowling, skating, folk dancing, and open gyms.

WEIGHT LOSS CHALLENGES

The Five Pound Holiday Challenge provides motivation to lose those few extra pounds. The challenge runs for five weeks with weekly weigh-ins. Educational flyers, drawings, and recipes are used for incentives. Those who achieve their goal receive a certificate. The Super Challenge comes three weeks later, after the holidays. If the weight loss is maintained, the loser wins a Super Challenge T-shirt.

WEEKLY WELLNESS CHALLENGE

The Weekly Wellness Challenge helps to remind participants of the six dimensions of wellness. Challenge slips are put in mailboxes. They contain a challenge such as "Wear your seatbelt whenever you are in a vehicle," or "Compliment two co-workers this week." Those completing the challenge are eligible for a weekly drawing, and those who complete all six challenges are eligible for a special prize drawing.

SMOKING CESSATION

Fresh-Start

The American Cancer Society's "Fresh-Start" program is designed to help participants stop smoking by providing them with all of the essential information and strategies needed to direct their efforts at stopping. The program consists of four, one-hour group sessions. The following topics are specifically covered during the four group sessions:

- Addiction
- Quitting Methods
- Stress Management
- Withdrawal Symptoms
- Weight Control
- Interpersonal Support
- Alcohol and other Drugs
- Avoiding Returning to Smoking

National Smoke-out Challenge

Adopt a smoker—help someone to become smoke-free!

Great Amercian Smokeout

Quit smoking for a day. On the third Thursday in November, the American Cancer Society sponsors the Great American Smokeout.

Freedom From Smoking

This eight-session smoking cessation clinic is led by experts from the American Lung Association and the American Red Cross. The program uses a positive behavior change approach that teaches attendees how to become non-smokers. Special attention is given to developing a quitting strategy, dealing with recovery symptoms, controlling weight, managing stress through relaxation, assertiveness techniques, and staying off cigarettes. Those who attend all classes receive a 50% refund.

Slim Santa - Holiday Weight Management Program

To asist in keeping those holiday pounds off, a registered dietitian conducts two weight management lectures. Areas of discussion are holiday eating tips, dining out, food preparation, and parties.

Indoor Rowing Regatta

The competition is a timed rowing of 2,500 meters. Competitive classes are determined by age and set up based on the age breakdown of the participants. An award is given to the best time in each class.

Holiday Superaerobics

This class is team-taught by the aerobics staff to holiday tunes to get participants in the spirit of the season. All fitness levels can participate. Both high- and low-impact aerobics are demonstrated.

Lose Weight—Feel Great

Teaches about diet and exercise all in one class! The first half hour is led by a registered dietitian while the second half hour is dedicated to the introduction of various forms of exercise and equipment. This class is ideal for beginners as well as the overweight.

Lipid Busters

Lipid Busters is specifically designed for those who have cholesterol levels above 200 mg/dl or have two cardiac risk

factors. The Lipid Busters program focuses on techniques to lower cholesterol levels.

FITNESS CLASSES

Abs Only

This is a mini-abdominal workout for people concerned about their waistlines. Personal instruction on proper form and technique enhances the benefits achieved from the abdominal workouts. This is a perfect addition to an aerobic or Nautilus routine and it's a great gutbuster! Appropriate for all fitness levels.

Aerodynamics

This advanced cardiovascular workout combines both high- and low-impact moves to challenge those who have mastered the toughest aerobic classes. Dynabands and rubberbands are incorporated into the workout to enhance strength and endurance gains.

Hi-Lo

High- and low-impact movements are featured in this energetic freestyle aerobic exercise program. The class consists of a 20-to-30 minute aerobic segment, upperbody, and floor work. Ways to increase or lower the level of intensity are taught to suit individual needs.

AQUATIC CLASSES

Aquacize

Aquasize is an instructor-led activity which helps to improve strength, flexibility, and aerobic conditioning. Warm-up and cool down exercises are done at the beginning and end of the class for five to ten minutes. The rest of the session includes a variety of exercises done in the shallow or deep portions of the water depending upon the abilities of the class. Water walking is also done in the program. A floatation

device is used to keep the participant afloat as he or she walks into the deep end. Leaders change the aquasize routines to add variety, and classes vary according to the individual leaders.

Aquatic Arthritis

This class is based on Arthritis Foundation guidelines to help those with arthritis improve their full range of motion and increase flexibility.

Divebombers (Water Exercise)

This class is an exercise program designed to improve cardiovascular conditioning, strength, and flexibility. There are some choreographed and non-choreographed moves to help participants reach and maintain their training heart rate.

Walkabout Wet

Walking in the water is an excellent cardiovascular activity with less impact on joints. This half-hour class is for those who need a change in their walking routine. Qualified instructors work with participants to achieve cardiovascular benefits while enhancing overall body fitness.

SPECIAL PROGRAMS AND EVENTS

Fitness Incentive Team

The Fitness Incentive Team includes walking, swimming, running or cycling. Mileage is posted each week on the bulletin board and the following awards are earned:

- Walking (Take-A-Hike)
  - 100 miles—waterbottle
  - 300 miles—T-shirt
- Cycling
  - 300 miles—waterbottle
  - 900 miles—T-shirt

- Swim for Fitness
  - 30 miles—bathing cap
  - 100 miles—T-shirt

- Run For Your Life
  - 200 miles—waterbottle
  - 600 miles—T-shirt

Mileage is kept on a calendar-year basis.

CLUBS AND ORGANIZATIONS

Cycling Club

The cycling club is for both the cycling enthusiast and the beginning rider. The club has weekly rides and one monthly meeting. During the meetings, guest speakers discuss bike maintenance, riding techniques, training for races, and nutrition.

I Quit Club

Quitting smoking is a difficult process. The "I Quit Club" uses group interaction to assist and support people who recently have quit or are trying to quit smoking.

Running Club

The running club is for both competitive runners and beginning runners. Meetings are held once a month, featuring an educational topic and guest speaker.

Swimming Club

The Swimming Club is open to swimmers of all levels, from the beginner to the more advanced. Members can improve their swimming efficiency through club workouts, guest speakers, and group interaction.

DARE TO BE SAFE
A WORKSITE SAFETY BELT INITIATIVE

"Dare to Be Safe" was developed by the Wellness Councils of America in cooperation with the National Highway

Traffic Safety Administration. This worksite traffic safety education program is designed for employees of all-sized employers. A 120-page instructor's manual guides the facilitator to organize, promote, and lead the classes. The four modules on traffic safety as a wellness issue can be offered over the lunch hour or during a regularly scheduled departmental or safety meeting. Topics include:

- Safety Belts Always
- Impaired Driving
- Child Safety Seats
- Automatic Crash Protection Systems

Contained in the manual are scripts for the four modules, copier ready overheads, and participant handouts.

Contact: J. Michail McGinnis, Director
Office of Disease Prevention & Health Promotion
U.S. Dept. of Health and Human Services
Hyattsville, MD

HUMOR AND HEALTH

This course focuses on the special mind-body relationship, several types of humor, and the use of humor as a coping mechanism. The healing power of humor is also discussed. A few smiles and laughs each week are guaranteed.

- History of Humor as a Coping Technique
- Humor and Stress
- Humor and Creativity
- The Healing Power of Humor

REFERENCES

1. Chasi, T. (1991, March) Achieving Corporate Fitness...Wellness in the Workplace. Proceedings of the Achieving Corporate Fitness, Wellness in the Workplace

Meeting of the Organization Development Network, Baltimore, MD.
2. Slack, C. (1991, April) Achieving Corporate Fitness. . . Wellness in the Workplace. Proceedings of the Achieving Corporate Fitness, Wellness in the Workplace Meeting of the Organization Development Network, Baltimore, MD.
3. Sorrells, and Schmeid, M.A. (1991) *Illinois State University Wellness Program Manual.* Illinois State University, Normal, IL.

5

Wellness Resources

Linda Sorrells

FEDERAL GOVERNMENT RESOURCES

- **National Cancer Institute**
  Office of Cancer Communications
  Building 31, Room 10A-24
  9000 Rockville Pike
  Bethesda, MD 20892
  800/4-Cancer; in Hawaii, on Oahu, call 524-1234
  (neighboring islands, call collect)

The National Cancer Institute serves as a source for consumer education materials. The 800/4-Cancer telephone line can be used for ordering materials, for information and resources for cancer patients and their families, and for health promotion information such as advice on helping a family member quit smoking. There are special materials for

The listing of resources for wellness programs was compiled from a variety of sources, including: The Washington Business Group on Health's *Worksite Wellness Series* and *The Wellness Lifestyle*, published by the Duskin Publishing Group Sluice Dock Guilford, CT.

Blacks and Hispanics. Materials include:

- *Smoking Policy Questions and Answers*, 10 fact sheets on issues related to instituting worksite smoking policies.
- *Diet, Nutrition and Cancer: The Good News and Clearing the Air*, a self-help guide to quitting smoking.

◆ **National Center for Education in Maternal and Child Health** and
◆ **National Maternal and Child Health Clearinghouse**
2000 15th Street, North
Suite 701
Arlington, VA 22201
703/524-7802 (Clearinghouse)
703/821-8955 (Center)

These two organizations prepare and distribute information aimed at health professionals and the public on maternal health, infant health, child health, adolescent health, children with special health care needs, and maternal and child health services and programs. A publications catalog is available.

◆ **National Clearinghouse for Alcohol and Drug Information**
P.O. Box 2345
Rockville, MD 20847-2345
or
11426-28 Rockville Pike
Suite 200
Rockville, MD 20852
301/468-2600
800/622-4537 (Helpline)

The Clearinghouse provides materials for managers on program planning, drug testing, and employee assistance programs. They also supply materials for employees and their families such as parenting booklets, brochures for teenagers, help for co-dependents, and children of substance abusers. In addition, the National Institute on Drug Abuse sponsors the Drug-Free Workplace Helpline. Call 800/622-

4537 for telephone consultation regarding drug-related policies, programs, or services.

- **National Heart, Lung and Blood Institute**
- **The National Cholesterol Education Program**
- **National High Blood Pressure Education Program**
- **Smoking Education Program**
  P.O. Box 30135
  Bethesda, MD 20824-0105
  301/951-3260

The National Heart, Lung, and Blood Institute (NHLBI) has many public education items of interest to employees and their families. The NHLBI kit '90 contains a camera-ready copy of educational materials on high blood pressure, high blood cholesterol, stroke, cigarette smoking, weight control and exercise, asthma, and issues related to donating blood. The material can be used in newsletters and as payroll stuffers. The kit also contains many program ideas for reducing the risk of heart disease. Also available:

- *It's Your Business: Smoking Policies for the Workplace*, the report of a workshop of corporate managers and health experts on smoking policies.
- *Play Your Cards Right: Stay Young at Heart* a nutrition program for cafeterias and other eating establishments.

- **National Highway Traffic Safety Administration**
  NTS-11
  400 Seventh Street SW
  Washington, DC 20590
  202/366-2700

Of interest to worksites are materials for managers on safety belt use including information on beginning programs and estimating the cost of motor vehicle crashes and the benefits of safety measures. For family members, there are numerous consumer materials on highway safety subjects such as selecting child safety seats and buying tires.

- **Office of Disease Prevention and Health Promotion**
  National Health Information Center
  P.O. Box 1133
  Washington, DC 20013-1133
  800/336-4797
  301/565-4167 (in Maryland)

The center refers consumer health inquiries to the appropriate federal or voluntary information center. Materials include:

- *Healthfinders*, offers resource lists on many health promotion topics.
- *The National Survey of Worksite Health Promotion Activities*
- *Healthy Older People* fact sheets.
- *Staying Healthy*, a bibliography of the consumer education material available from the U.S. Public Health Service.

- **Office on Smoking and Health**
  Center for Disease Control
  Mail Stop K-50
  1600 Clifton Road, NE
  Atlanta, GA 30333
  404/488-5708, for technical information
  404/488-5705, for public information

This office can provide current, technical information on smoking and a variety of consumer education materials including *No Smoking: A Decision Maker's Guide to Reducing Smoking at the Worksite.*

- **U.S. Public Health Service**
  Office of Communications
  Room 719H
  200 Independence Avenue, SW
  Washington, DC 20201
  202/245-3102

This office makes available reproducible newspaper columns authored by the Surgeon General or other officials.

WORKSITE WELLNESS RESOURCES

- **National Wellness Coalition**
  P.O. Box 3778
  Washington, DC 20007-0278
  202/337-7956

- **Washington Business Group on Health (WBGH)**
  National Business Coalition Forum
  777 North Capitol Street NE, Suite 800
  Washington, DC 20002
  202/408-9320

This is a national membership organization of local, state, and business coalitions. Its three objectives are to facilitate the professional development of coalition leaders by sharing information on coalition projects and management issues; to provide a system of information exchange on local, state, and federal policy initiatives; and to facilitate multi-coalition research projects addressing health care issues.

- **Washington Business Group on Health (WBGH)**
  National Worksite Health Promotion Resource Center
  777 North Capitol Street NE, Suite 800
  Washington, DC 20002
  202/408-9320

The National Worksite Health Promotion Resource Center is a collaborative effort of the federal Office of Disease Prevention and Health Promotion and WBGH which serves as a proactive and innovative leader in worksite health promotion and disease prevention. The center serves as the hub of a nationwide exchange network of individuals and organizations involved in developing, implementing and evaluating worksite health promotion and disease preven-

tion activities. The center is particularly interested in the needs of populations with special health needs. Women, in addition to minority, blue collar, and older workers, are a special target of the center.

- **Washington Business Group on Health (WBGH) Prevention Leadership Forum**
  777 North Capitol Street NE, Suite 800
  Washington, DC 20002
  202/408-9320

The Prevention Leadership Forum was established in May, 1987, to involve business in prevention policy development on the national, state, local, and corporate levels. It is dedicated to improving the quality and quantity of worksite health promotion efforts. The forum is a cooperative initiative of the WBGH and the Office of Disease Prevention and Health Promotion, U.S. Department of Health and Human Services. The forum seeks to advance the cutting edge of the field of worksite health promotion through projects such as the Worksite Wellness Media Reports, Integrated Health Data Management Systems, the Depression/Awareness, Recognition, and Treatment (D/ART) project, and the Small Business and Health Benefits project.

- **Wellness Councils of America (WELCOA)**
  1823 Harney Street, Suite 201
  Omaha, NE 68102
  402/444-1711

WELCOA's principal purpose is to bring together local business leaders to develop community-based wellness councils and to provide support to them by distributing educational materials and providing training and consultation on planning, marketing, and budgeting worksite health promotion programs. WELCOA publishes a quarterly newsletter, *Worksite Wellness Works*, and has manuals, videos, and workbooks on worksite wellness.

- **National Wellness Information Resource Center**
  Institute for Wellness
  Ball State University
  Muncie, IN 47306
  317/285-8121

The National Wellness Information Resource Center (NWIRC) serves the needs of wellness programs in higher education.

RESOURCES FROM VOLUNTARY AGENCIES AND ADVOCACY GROUPS

In most cases, information and material are available from the local chapter or affiliate of the national organization. In cases in which contact with the national office is preferred, that information is indicated.

- **American Cancer Society**
  1599 Clifton Road, NE
  Atlanta, GA 30329
  404/320-3333

The American Cancer Society offers cancer prevention and early detection programs for worksites. For specific information about programs available in your area contact the local unit of the American Cancer Society, listed in the white pages of the telephone book. Resources available to worksites may include assistance with prevention and early detection programs, cancer screening programs, corporate smoking policy information, and smoking cessation classes. Worksite cancer control programs available include risk reduction, breast health, nutrition and cancer, and smoking-related programs. Unless large quantities are needed, the American Cancer Society provides all programs and materials free of charge.

- **American Health Foundation (AHF)**
  320 East 43rd Street
  New York, NY 10017
  212/953-1900

Devoted to promoting preventive medicine, the Foundation conducts research on nutrition and environmental carcinogens, provides clinical research and services for adults and children, educates lay people and medical personnel in the principles of preventive medicine, and investigates the costs of disease and compares them with the costs of preventive approaches.

- **American Heart Association**
  7272 Greenville Avenue
  Dallas, TX 75231
  214/373-6300

The American Heart Association offers programs on cardiovascular risk reduction for schools, worksites, health care, and other community settings. "Heart At Work," the worksite program, provides program materials and technical assistance from the local American Heart Association. The program covers smoking cessation, nutrition and weight control, high blood pressure, exercise, and warning signs for heart attack. Contact your local American Heart Association for more information.

- **American Lung Association**
  1740 Broadway
  New York, NY 10019
  212/315-8700

Team Up for Freedom Smoking (TUFFS) is the American Lung Association's (ALA) new program designed to make a long-lasting impact on smoking in the workplace. TUFFS is implemented in four phases: no-smoking policy development, building motivation, smoking cessation, and a long-term maintenance program to help ex-smokers quit for good.

The program includes a step-by-step instruction guide, a variety of colorful and clever support material, and cessation options that will match the unique needs of various worksites. Contact the ALA national office or your local American Lung Association.

- **American Medical Association (AMA)**
  515 North State Street
  Chicago, IL 60610
  312/464-4446

The AMA disseminates scientific information to members and the general public. It informs members on significant medical and health legislation on state and national levels, and represents the profession before Congress and government agencies. Ad hoc committees are formed for such topics as health-care planning and principles of medical ethics.

- **American Red Cross**
  Health and Safety
  431 18th Street
  Washington, DC 20006
  202/639-3542

The American Red Cross offers a variety of health education and injury prevention and response courses. In addition to CPR, first aid, and water safety courses, examples of other courses include Back Injury Prevention, Baby-sitting, Child Care, Family Health Series, Facing Stress, Preparation for Parenting, Better Eating for Better Health, Staying Healthy after Fifty, and the Lowdown on High Blood Pressure.

- **Centers for Disease Control (CDC)**
  1600 Clifton Road, NE
  Atlanta, GA 30333
  404/639-3311

The operator will direct your call to the specific informa-

tion laboratory for the disease for which you seek information (i.e., hepatitis, AIDS, various venereal diseases, etc.). You may also be referred to someone in the public inquiry department, who will in turn help direct your inquiry for a specific disease.

- **Center for Science in the Public Interest (CSPI)**
  1755 S Street NW
  Washington, DC 20009

The CSPI monitors food manufacturers and federal agencies involved in food regulation, safety, and trade. They investigate and initiate legal actions against unsafe and unfair practices related to food and nutrition. They publish nutrition education materials and a newsletter covering nutrition and health, food regulation updates, and healthful cooking.

- **March of Dimes Birth Defects Foundation**
  1275 Mamaroneck Avenue
  White Plaines, NY 10605
  914/428-7100

The March of Dimes offers "Babies and You: A Prenatal Health Program" for the workplace that is targeted at men and women in their childbearing years. The program uses an educational approach to prevent low birthweight. Babies and You can be implemented several ways including camera-ready material to help launch an institution-wide informational campaign to the delivery of nine educational seminars. Contact your local chapter or the Director of Health Promotion Programs in the Community Services Department.

- **President's Council on Physical Fitness and Sports**
  701 Pennsylvania Avenue, NW
  Suite 250
  Washington, DC 20004
  202/272-3421 (Main number)
  202/272-3430 (Information number)

The council conducts a public service advertising program and cooperates with governmental and private groups to promote the development of physical fitness leadership, facilities, and programs. Produces educational materials on exercise, school physical education programs, and sports and physical fitness for youth, adults, and the elderly. Most states have a chapter of this organization identified as the Governor's Council on Physical Fitness and Sports.

RESOURCES: BOOKS AND CONFERENCE PROCEEDINGS

◆ *Wellness: The Wellness Lifestyle Series*
Judith S. Hurley and Richard G. Schlaadt, Guilford, CT: The Dushkin Publishing Group Inc., 1992.

The 16-volume wellness series is designed to meet the growing demand for current, accessible information about the increasingly popular wellness approach to personal health.

Wellness: AIDS, STD, & Other Communicable Diseases
Wellness: Alcohol Use & Abuse
Wellness: Drugs, Society, & Behavior
Wellness: Environment & Health
Wellness: Exercise & Physical Fitness
Wellness: Healthful Aging
Wellness: The Informed Health Consumer
Wellness: Major Chronic Diseases
Wellness: Mental Health
Wellness: Nutrition & Health
Wellness: Pregnancy, Childbirth, & Parenting
Wellness: Safety & Accident Prevention
Wellness: Stress Management
Wellness: Tobacco & Health
Wellness: Weight Control
Wellness: The Wellness Lifestyle

◆ *Seeking Your Healthy Balance: A Do-it Yourself Guide to Whole Person Well-being.* Donald A. Tubesing and Nancy

Loving Tubesing. Whole Person Press, Duluth, MN, 1991.

◆ *Strategic Plan for University Wellness Programs: The Southern Illinois University Model.* Contact Wellness Center, Student Health, Kesnar Hall, Carbondale, IL 62901, Phone: 618/536-4441.

◆ *Illinois State University Wellness Program Reference Manual*

Published by Illinois State University Wellness Program, General Services Building, Room 101, Normal, IL 61761-6901, Phone: 309/438-7003.

◆ "Design of Workplace Health Promotion Programs" Michael P. O'Donnel, Birmingham, MI: *American Journal of Health Promotion*, 1988.

◆ *Designing Effective Health Promotion Programs*

Richard Bellingam, and Mark J. Tager, Chicago: Great Performance, Inc., 1986.

◆ *Health Promotion in the Workplace*

Edited by Michael P. O'Donnell and Thomas H. Ainsworth, New York: John Wiley and Sons, 1984.

◆ **Feeling Fit**

Feeling Fit is a dynamic instructional package that can be easily implemented in any university, corporate, hospital, or high school wellness program. In the instructor guide, participant guide, and five videotapes, top wellness professionals address participants directly and challenge them to adopt a wellness lifestyle. For further information, contact Linda Sorrells or Merry Anne Schmied, Wellness Program, Illinois State University, General Services Building, Room 101, Normal, IL 61761, Phone: 309/438-8311, Fax # 309/438-3776.

◆ *Managing Health Promotion in the Workplace*

Rebecca S. Parkinson and Associates. Palo Alto, CA: Mayfield Publishing, 1982.

◆ *Worksite Wellness: Cost/Benefits 1990-91 Analysis and Report*
University of Michigan Fitness Research Center, Ann Arbor, MI 48109-2214.

RESOURCES: ORGANIZATIONS & INSTITUTIONS

◆ **Association for Fitness in Business**
342 Massachusetts Avenue
200 Marott Center
Indianapolis, IN 46204
317/636-6621

◆ **College and University Personnel Association**
1233 20th Street NW, Suite 503
Washington, DC 20036
202/429-0311

◆ **Hazelden Education Materials**
Pleasant Valley Road
P.O. Box 176
Center City, MN 55012-4010
800/328-9000

◆ **Healthy U Worksite Wellness**
Michigan State University
Health Promotion Program
B-127 W. Fee Hall
East Lansing, MI 48824
517/353-2596

◆ **Indiana Alliance for Health Promotion**
5451 West Lakeview Parkway South Dr.
Indianapolis, IN 46268
317/297-6756

◆ **Institute for Wellness**
Ball State University
Muncie, IN 47306
317/285-8121

- **National Wellness Institute**
  University of Wisconsin-Stevens Point
  1319 Freemont Street, South Hall
  Stevens Point, WI 54481
  715/346-2172

- **University of Michigan Research Center**
  401 Washtenaw Avenue
  Ann Arbor, MI 48109-2214
  313/763-2462

- **Whole Person Press**
  P.O. Box 3151
  Duluth, MN 55803
  218/728-4077

RESOURCES: NEWSLETTERS, JOURNALS, AND PERIODICALS

One of the most popular methods used in reaching employees and their families is a health newsletter sent to employees' homes. While some educational institutions develop their own, most choose one of the many commercially produced publications. Factors to consider when selecting a newsletter include content, reading level, attractiveness, size, use of color, ability to be customized with a school's logo or individualized stories, number of publications per year, and cost.

It is important to assess carefully what the newsletter is intended to accomplish and who it is to reach. Then look at a variety of publications to select the one that most closely fits your needs and budget.

- **American Council of Science and Health**
  1995 Broadway, 2nd Floor
  New York, NY 10023
  212/362-7044

ACSH News and Views (5 times per year)
Food, chemical, environment, and health

Priorities: For Long Life & Good Health
Nutrition, chemicals, life-style factors, the environment, and human health

◆ **American Health Consultants, Inc.**
3525 Piedmont Drive
6 Piedmont Center, Suite 400
Atlanta, GA 30309
404/262-7436

Employee Health and Fitness (monthly)
Cost-benefit information

◆ **American Health**
P.O. Box 3015
Harlan, IA 51537-3015

American Health Magazine: Fitness of Body and Mind
(10 times a year)

Physical and mental well-being. Ongoing departments include Nutrition News, Fitness Reports, Mind/Body News, Family Report, and Family Pet.

◆ **American Institute for Cancer Research**
1759 R Street, NW
Washington, DC 20009
202/328-7744

AICR Newsletter (quarterly) 8 1/2 x 11, 12 page, two color. A publication on diet, nutrition, and cancer.

◆ **American Journal of Health Promotion**
P.O. Box 1287
Royal Oak, MN 48068-1287

American Journal of Health Promotion (quarterly)
Cost-benefit information.

- **American Running and Fitness Association**
  9310 Old Georgetown Road
  Bethesda, MD 20814
  301/897-0197
  Running & Fit News (monthly)
  Exercise guidelines, injuries, diet, and health-related fitness topics.

- **Center for Science in the Public Interest (CSPI)**
  1875 Connecticut Ave. NW, Suite 300
  Washington, DC 20009-5728
  202/332-9110

  Nutrition Action Health Letter (10 issues)
  8 1/2 x 11, 16 pages, three color. CSPI is a non-profit public interest organization that advocates improved health and nutrition policies.

- **The Center for Corporate Health Promotion**
  10467 White Granite Drive
  Oakton, VA 22124
  703/218-8400

  Taking Care (monthly)
  8 1/2 x 11, eight pages, full color. Focuses on lifestyle management and medical self-care decision making.

  Taking Part (monthly)
  8 1/2 x 11, two colors. Information on important health issues such as second opinions and emergency room treatment. Each issue includes information on medications, treatment trends, and safety issues.

- **Consumer Reports Health Letter**
  P.O. Box 56356

Boulder, CO 80322-6356
800/274-8370

Consumer Reports Health Letter
Published (monthly) by Consumers Union of the United States, a nonprofit organization. Information and advice on goods, services, health, and personal finance.

◆ **Cooking Light**
P.O. Box C-549
Birmingham, AL 35283
205/877-6000

Cooking Light Magazine (6 times a year)
Cooking with less fat and sugar, practical meal planning information, and creative recipes with amounts of fat, cholesterol, sodium, and calories per serving provided.

◆ **Corporate Fitness Programs, Inc.**
320 NE 97th Street, Suite A
Seattle, WA 98115
206/523-9800

Personal Best (10 issues)
8 1/2 x 11, eight pages, two colors. Concise essential information for safeguarding health. Written for people on the go.

◆ **Environmental Nutrition**
2112 Broadway
New York, NY 10023
212/362-0424

Environmental Nutrition: The Professional Newsletter of Diet, Nutrition and Health (monthly)
Informative and reliable articles on diet and nutrition

- **Fitness Research Center**
  The University of Michigan
  401 Washtenaw Avenue
  Ann Arbor, MI 48109
  313/763-2462

  Healthlines (monthly)
  8 1/2 x 11, four pages, two colors. Covers current health concerns, book reviews, and commentary.

- **Harvard Medical School**
  164 Longwood Avenue
  4th Floor
  Boston, MA 02115
  800/829-9045

  Harvard Health Letter (monthly)
  8 1/2 x 11, eight pages, two colors. The goal of the health letter is to interpret medical information in a timely and accurate fashion.

- **Health Education Publications, Inc.**
  221 North LaSalle Street
  Chicago, IL 60601
  312/332-5363

  For Your Good Health (quarterly)
  8 1/2 x 11, four pages, two colors. General health information.

  The Healthy Child in the Healthy Family (quarterly)
  7 1/2 x 8 1/2, six fold-out pages, two colors.

  Senior Resource (quarterly)
  11 x 17, poster size page folded into four sections, two colors. Information geared for senior citizens.

- **Health Letter**
  The Public Citizen Health Resource Group

2000 P Street, NW
Washington, DC 20036

Health Letter (monthly)
To inform readers about health care, consumer concerns, and public policy associated with health care.

- **Healthline**
  The C. V. Mosby Company
  11830 Westline Industrial Drive
  St. Louis, MO 63146-3318
  800/325-4177 (ext. 351)

  Healthline (monthly)
  To educate readers about ways to help themselves avoid illness and live longer, healthier lives.

- **Health Magazine**
  Subscription Dept.
  P.O. Box 420030
  Palm Coast, FL 32142-0030

  Health Magazine (10 times a year)
  Fitness for both mind and body, environmental topics, sporting activities, health, and food. A regular section deals with topics related to behavior, medical information, and children's health.

- **In Health**
  P.O. Box 52431
  Boulder, CO 80321-2431

  In Health Magazine (6 times a year)
  Health issues. Magazine regularly includes self-help resources for consumers.

- **International Health Awareness Center**
  350 East Michigan Ave., Suite 301

Kalamazoo, MI 49007-3851
616/343-0770

The Hope Newsletter (monthly)
8 1/2 x 11 pages, two color. Wide variety of short, lively articles and informational tidbits.

- **Johns Hopkins Medical Letter**
  P.O. Box 420179
  Palm Coast, FL 32142

  Johns Hopkins Medical Letter, Health After 50 (monthly)
  Topics related to healthful living.

- **Krames Communications**
  1100 Grundy Lane
  San Bruno, CA 94066-9821
  800/333-3032

  The Health Promoter (bi-monthly)
  Cost-benefit information.

- **Lahey Clinic Health Letter**
  Subscription Department
  P.O. Box 541
  Burlington, MA 01805
  617/273-8733

  Lahey Clinic Health Letter (monthly)
  Continuing topics include: general healthfulness, natural and processed foods, depression, exercise, alcohol, prescription medicine therapy, major diseases, and exercise.

- **Mayo Foundation for Medical Education and Research**
  200 1st Street, SW
  Rochester, MN 55905
  507/284-2511

Mayo Clinic Health Letter (monthly)
8 1/2 x 11, eight pages, three color in three-ring binder. Timely information on issues relating to good health.

Mayo Clinic Nutrition Letter (monthly)
8 1/2 x 11, eight pages, three color in three-ring binder. Reliable information about nutrition and fitness and how decisions on these matters affect your life.

◆ **Parlay International**
5900 Hollis Street, Suite Q
Box 8817
Emeryville, CA 94662-0817
415/647-2824

Kopy Kat
8 1/2 x 11 reproducible health information. Five separate categories of information including Fitness and Nutrition and People and Problems.

◆ **Tufts University**
53 Park Place
New York, NY 10007
212/608-6515

Tufts University Diet & Nutriton Letter (monthly)
8 1/2 x 11, eight pages, two color. Sound and up-to-date information on nutrition including an in-depth special report on a selected topic.

◆ **University of California Berkeley Wellness Letter**
P.O. Box 420148
Palm Coast, FL 32142

University at California Berkeley Wellness Letter (monthly) 8 1/2 x 11, eight pages, two color. *The Wellness Letter* covers nutrition, fitness, and stress management in a concise up-to-date manner.

- **Washington Business Group on Health**
  777 North Capitol St., NE Suite 800
  Washington, D.C. 20002
  202/408-9320

  Corporate Commentary (quarterly)

  Business and Health (ten issues)
  Cost-benefit information.

RESOURCES: EMPLOYEE ASSISTANCE PROGRAMS

- **Employee Assistance Programs in Education**
  Linda Stoer-Scaggs, Ph.D., CAC, UFSAP
  24 University Clinic
  456 W. 10th Ave.
  Columbus, OH 43210-1228

- **Employee Assistance Professional's Association (EAPA)**
  4601 N. Fairfax Dr., Suite 1001
  Arlington, VA 22203
  703/522-6272

- **Employee Assistance Society of North America (EASNA)**
  2728 Phillips St.
  Berkly, MI 48072

- **North American Congress on Employee Assistance Programs EAP Digest**
  1863 Technology Dr. #200
  Troy, MI 48083
  313/588-7733

RESOURCES: CONFERENCES

Association for Fitness in Business (AFB) (September)
342 Massachusetts Avenue
Marott Center
Indianapolis, IN 46204
317/636-6621

American Journal of Health Promotion (February-March)
Michael O'Donnell
1812 S. Rochester Road
Rochester Hills, MI 48307-3532
313/650-9600

National Conference on Wellness and the Community College (April)
Maricopa Community College
2411 West 11th Street
Tempe, AZ 85281-6941
602/731-8000

National Wellness Conference (July)
National Wellness Institute
South Hall, 1319 Fremont St.
Stevens Point, WI 54481
715/346-2172

Wellness in the Workplace (April)
Contact: Kathleen Slack
RR 2 Box 44A
Northwood, NH 03261
603/942-8189

RESOURCES: HOTLINES

American Diabetes Association
800/ADA-DISC

Staff members will answer general questions about diabetes, risk factors, and symptoms. Service available 8:30 a.m. to 5:00 p.m., Eastern Standard Time, Monday through Friday.

American Dietetic Association
800/877-1600

The American Dietetic Association (ADA) is the major professional organization for the dietetic profession. The ADA will answer questions and provide information to callers on subjects related to foods and nutrition.

Cancer Information Service
800/4-CANCER

This hotline is funded by the National Cancer Institute and staffed by professionals and volunteers. They will answer questions on causes of cancer, its prevention, detection, and treatment, and other cancer-related problems. Available 9:00 a.m. to 10:00 p.m., Monday through Friday and 10:00 a.m. to 6 p.m. Saturday, Eastern Standard Time.

National Health Information Center, Department of Health and Human Services
800/336-4797

Operated by the Office of Disease Prevention and Health Promotion, this information and referral center's trained personnel will direct you to the organization or government agency that can assist you with your health question, whether it's about high blood pressure, cancer, fitness, or any other topic. Available 9:00 a.m. to 5:00 p.m., Eastern Standard Time, Monday through Friday.

Tel-Med
952 South Mt. Vernon Avenue
Colton, CA 92324
714/825-6034

Tel-Med is a free telephone service provided in many cities. You can call and ask for a specific tape number, and have the health message played for you over the phone. There are over 300 medical topics to choose from, including topics related to maintaining a healthy lifestyle. Many states provide toll-free numbers for this service. Call your local information operator to find the nearest Tel-Med office, or write to Tel-Med.

COLLEGE AND UNIVERSITY
PERSONNEL ASSOCIATION
1233 20th Street, NW
Washington, DC 20036